

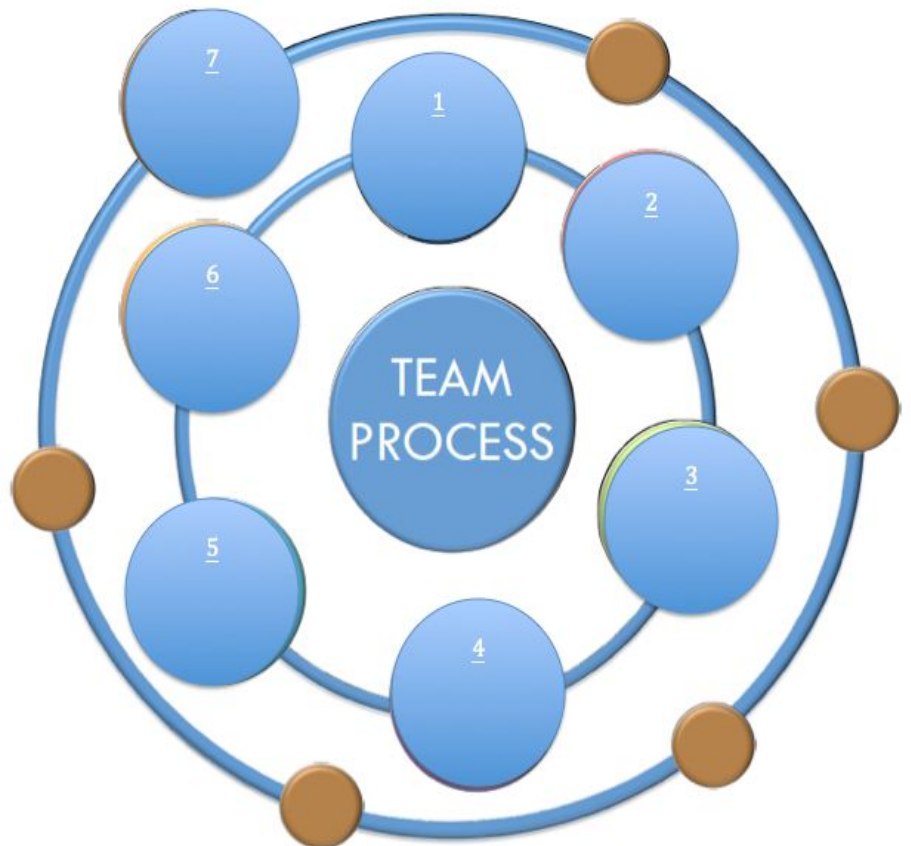
ILC Salem-Keizer Public Schools
Monitoring Student Progress Effectively
January 9, 2019

Objectives:

- Gain understanding on how standard deconstruction and success criteria lead to increasing teacher clarity
- Make connections between formative assessment practices and the progressions of the standard
- Practice creating success criteria
- Provide an opportunity to ask and answer questions

Agenda:

- Reality check embedded in Stiggins' Big Three questions
- Teacher clarity:
 - Deconstruction
 - Learning Targets
- Practice
- Audit team artifacts
- Teacher clarity:
 - Success criteria
- Pathways of CFAs
- Quality CFA practices
- Implementation planning



1. Where are we going?

2. Where are we now?

3. How do we close the gap?

<u>Why</u> do teachers need to deconstruct?	<u>HOW</u> do teachers deconstruct a standard?

Step 1: Plan and Prepare Instruction

CHOOSE PRIORITY STANDARD(S)

- RL.2 Determine a theme of a story, drama, or poem from details in the text, including (how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic;) summarize the text.
- RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Mark the standard type/s		Knowledge		Reasoning		Performance Skill		Product
---------------------------------	--	------------------	--	------------------	--	--------------------------	--	----------------

Deconstruct the Standard

List the nouns...	RL.2- theme, story, drama, poem, text, characters, topic RL.3- characters, settings, events, story, drama, details
Define nouns as needed...	
List the verbs...	RL.2- determine, respond, reflects, summarize RL.3- compare, contrast, drawing on
Define verb as needed...	

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed?	How are students using knowledge to solve a problem, make a decision, etc.?	What must students be able to do? How are they using knowledge and reasoning to perform a task?	What are students asked to produce or create?
RL2 I can identify the characters and the challenges they experience in a story or drama (Prereq) I can identify the speaker and topic within a poem (Prereq) RL3 I can define the terms compare and contrast (Pre-Req) I can describe the characters and settings using specific details from the text I can identify similarities of two or more characters or settings in a story or drama I can identify differences of two or more characters or settings in a story or drama	RL2 I can explain how characters in a story or drama respond to challenges I can explain how the speaker in a poem reflects upon a topic RL3 I can compare and contrast two or more characters or settings using specific details from a text		

W3.7 Conduct short research projects that build knowledge about a topic.

Kentucky Deconstructed Standards	My Team's Deconstruction
<ul style="list-style-type: none"> ● I can research using various sources and tools. (K) ● I can examine information gathered during shared research. (R) ● I can discriminate between relevant and irrelevant information. (R) ● I can participate in short research projects to gain knowledge of a specific topic.(R) 	<ul style="list-style-type: none"> ● <i>(pre-req) I can identify sources to find information.</i> ● <i>(pre-req) I can identify tools to help me locate information.</i> ● I can take notes on the information I read. ● I can look for information in the sources and use search tools. ● I can decide what sources are valid, and which are not. ● I can put information I learned into a short research project.

Quick Hacks to Monitor Team's Deconstruction:

1. Wording
2. Presence of Target Type
3. Addition of Pre-Reqs
4. Google Edit History

RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

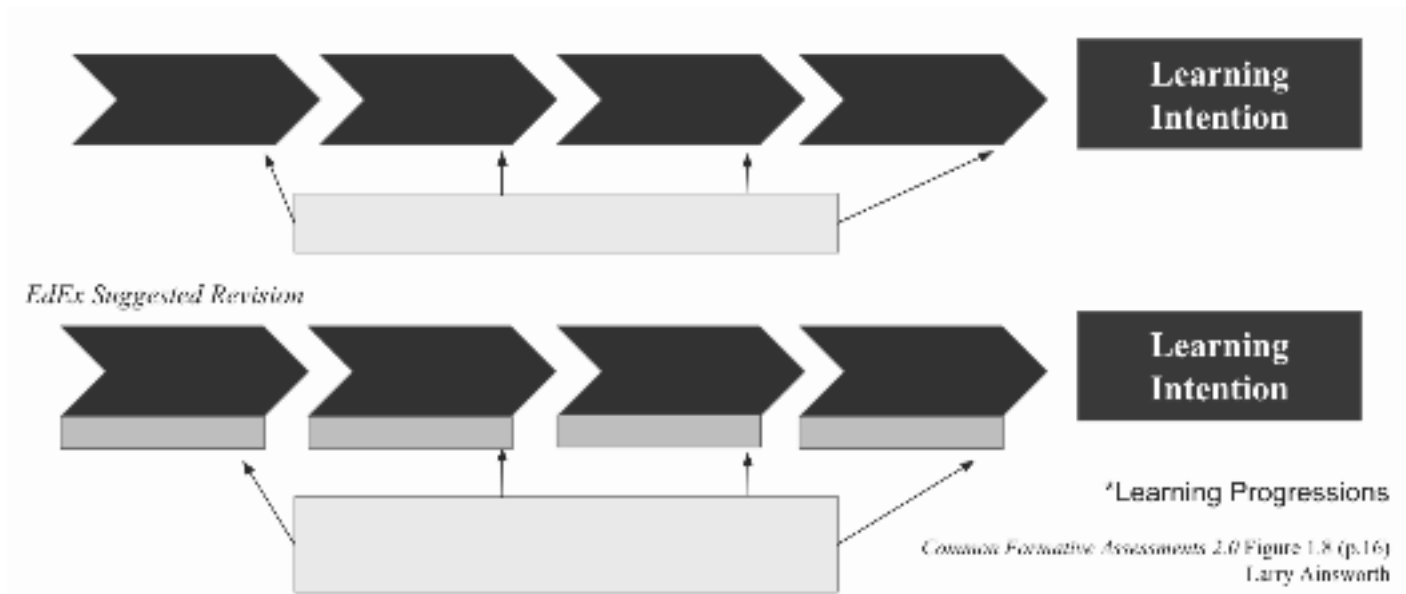
Kentucky Deconstructed Standards	My Team's Deconstruction	Success Criteria
<p>Knowledge: I can identify the structure of a story. (K)</p> <p>Reasoning: I can describe the structure of a story. (R)</p> <p>I can distinguish between the beginning, middle, and end of a story. (R)</p>		

Success Criteria is...

A comprehensive list of what students must to be by the end of the Unit of Study and include Essential Questions, the concepts and skills in the Unit Priority Standards, and the unit vocabulary terms. They describe for students to be successful in attaining the unit learning intentions.

Chapter 6
Common Formative Assessments 2.0
Larry Ainsworth

Monitoring Student Progress Effectively



Quality Formative Assessment Practices

Student Checklist	
Ticket out the Door	
3-2-1	
My Favorite “No”	
Folders	
Doodle it	
Metacognition	
Other	

Give One:

Your thoughts here...

Get One:

Your partner's thoughts here...

Get One:

Your partner's thoughts here...

FEEDBACK PAGE

(On reverse side. This page will be handed in to the presenters)

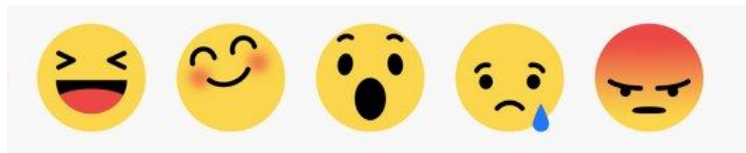
ILC Salem-Keizer Public Schools
Monitoring Student Progress Effectively
January 9, 2019

Reflection/Feedback

One thing I want to remember:

One question I still have:

After today, I feel



because...